



Pilsley Church of England Primary School

Spirituality Policy

March 2026



At Pilsley CE Primary School, we have been **developing our understanding** of Spirituality as a means through which to support **flourishing**, both as individuals and as a school family.

Spirituality is those small yet transformative moments.

It is about finding awe, wonder and meaning in the world around us.

It is about getting to know ourselves – what inspires us, moves us, challenges us?

It can also be about God and building a relationship with him, but that is just one part.

Introduction

Spiritual development enables people to look within themselves, at their relationships, and at the wider world. Spirituality involves everyone; every life has a spiritual dimension, whether this is expressed in religious terms or not, so that spiritual development is for all.

We believe that spirituality is a core thread that runs throughout our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer

- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

What is Spirituality?

At Pilsley CE Primary School, we believe that it is very important to provide all children with a range of opportunities to help them develop spiritually. We believe that spiritual development may not be synonymous with Religious Education and Collective Worship and can be explored through many different curriculum areas.

As a school we focus on the idea of 4 concepts of spirituality: self, others, world and beauty and beyond. Our starting point is our pupils' own 'Big' questions about life and from this we plan a series of encounters (Windows) that open up the possibility of reflection (Mirrors). Finally, the children are given an opportunity to put into action what they believe and value. (Doors)

Why is it important?

Christians believe that God became human and therefore always strive to be the best human they can possibly be. As educators and in accordance with the Equalities Act 2010, we want to help every child to be the best that they can be and have a duty to support the children to achieve this; part of this responsibility is to help children develop spiritually. At Pilsley, all aspects of school life reflect a Christian ethos and all policies are based on Christian principles.

What do we aim to achieve for the children?

- The children become increasingly aware of the concept of **self**- the inner person and the way that this shapes an individual's perception of themselves as a unique human being. The children reflect on the relationship they have with their sense of being a unique person.
- The children become increasingly aware of the concept of **others** – a growing empathy, concern & compassion of how to treat others. The children reflect on how their values & principles affect their relationships with others.
- The children become increasingly aware of the concept of a physical and creative **world** – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. The children explore their understanding of beauty and the effect this has on their perception of and relationship with the world.
- The children become increasingly aware of the concept of the **beyond** – a growing relationship with the transcendental and the ability to explore experiences

beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things.

- The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others.
- The children develop an understanding of the ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- The children develop the ability to question.
- The children develop their ability to express their thoughts, ideas, feelings and their beliefs.

How do we do it?

- We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum.
- We provide and plan for a wide range of opportunities for children to develop spiritually through Worship including whole school, church and class services.
- We also promote spiritual development opportunities through our wider curriculum, for example: during our themed projects such as 'Arts themed days'; 'Anti- Bullying Week' and through other extra-curricular activities such as the school's drama productions.
- We provide areas for quiet reflection in school and in the outdoor environment.
- We provide opportunities for prayer, including silence and stillness.
- When planning for spiritual development we focus on 3 areas: Windows, Mirrors and Doors.

A) WINDOWS: Encounter - The Learning about life.

We give children to opportunities to become aware of the world in new ways, to **wonder** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short).

B) MIRRORS: Reflection - The learning from life.

We provide children with time for **REFLECTION**. We give children opportunities to reflect on their experiences, to look inward & consider the big questions of life. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

C) DOORS: Transformation - The learning to live by putting into action what they believe.

We give children opportunities to *respond to all of this*; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions.

In this they are learning to *live* by putting into action what they are coming to believe and value. Opportunities for spiritual development are both planned and unplanned for and exploited spontaneously.

| Opportunity | What is involved? |
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| <p style="text-align: center;">Windows (learning about life)</p> | <p>Opportunities to look out on the world to gaze and wonder: The “Wow” and “Ows” moments. The things we find amazing and bring us up short. We can wonder at the world, technology, art, music, scientific advances all around us. We may work outside, visit places of interest, celebrate inspirational people. We can reflect on injustice and inequality in the world.</p> |
| <p style="text-align: center;">Mirrors (learning from life experiences)</p> | <p>Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. This could be compared with looking in a mirror. Look at yourself in a situation... How would you react, what would you say or do? These are questions which may arise through circle time.</p> |
| <p style="text-align: center;">Doors (learning to live out our values and beliefs)</p> | <p>Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions. Children would be living out our Christian values, considering how our own beliefs and faiths drive changes in the wider world.</p> |

The impact of this policy will be monitored by the Headteacher and Foundation/Ex-Officio Governors. Discussions with all stakeholders will seek to identify how spiritual opportunities are being established and how these are impacting upon children’s understanding and development.